

Option 1: MSFE LEPG 360-Degree Survey (Effective-Level Items Only)

Thank you for participating in the 360-degree survey for MSFE's Leader Evaluation and Professional Growth (principal evaluation) system. The 360-degree survey is designed to measure the effectiveness of school leaders by providing an assessment of the leader's performance as perceived by his or her colleagues. You are receiving this request to complete the survey because you are a full-time teacher or instructional staff person in a school whose principal is being evaluated using the MSFE principal evaluation model. Your feedback on your principal's performance is valuable for documenting and improving leadership practice. Your responses will be combined with responses from other teachers and instructional staff in your school building and the principal's supervisor's response to provide the principal meaningful and constructive feedback to the principal on his or her practice.

Your responses will be completely anonymous. This anonymity is provided to ensure you are able to carefully and honestly answer the questions. You are not required to complete this survey – it is entirely optional. Answer each question to the best of your ability based on the knowledge you have of your principal's practice.

You will be asked to respond to each survey item by selecting the degree to which you agree or disagree with the statement about your principal's practice over the past year. Please use the 4-point Likert scale below to indicate the degree of agreement with the survey item. If you believe that your principal is not responsible for completing a certain task, then you should select "not applicable." If you believe that the principal is responsible for completing the task but you do not have enough information to rate them, then you should select the "not enough information" option.

Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable	Not enough information
----------------	-------	----------	-------------------	----------------	------------------------

We appreciate your time in taking this survey, which should take approximately 45 minutes to complete.

Core Proposition	Indicator	Priority Item: Our principal...	Performance Level
1	1.1	Leads a collaborative, schoolwide process for developing or reviewing the school mission.	Effective
1	1.1	Communicates a compelling mission for our school.	Effective
1	1.1	Monitors school progress toward achieving the school mission.	Effective
1	1.1	Supports schoolwide reflection on how well we are achieving the school mission.	Effective
1	1.1	Publicly recognizes social, emotional, and academic learning as part of the school mission.	Effective
1	1.2	Consistently communicates the school's mission to me.	Effective
1	1.2	Provides me real-time data to monitor progress toward goals.	Effective
1	1.2	Empowers me to communicate the school mission to parents and community members.	Effective
1	1.2	Monitors how well staff integrate the school mission into our work.	Effective

Core Proposition	Indicator	Priority Item: Our principal...	Performance Level
1	1.3	Engages community-based organizations in helping us achieve the school mission.	Effective
1	1.3	Includes parents and community members in reflection on how well the school is meeting its mission.	Effective
2	2.1	Provides for meaningful professional development opportunities, including training, guided practices, and mentoring.	Effective
2	2.1	Includes staff input when making assignments.	Effective
2	2.1	Clearly communicates how staff assignments are made.	Effective
2	2.1	Provides opportunities for qualified staff to lead committees or teams.	Effective
2	2.1	Provides clear procedures or instructions on how others should make staffing decisions.	Effective
2	2.1	Supports staff decisions when those decisions are made in the best interest of students.	Effective
2	2.2	Evaluates, with input from others, how well financial allocations align with school priorities and student learning.	Effective
2	2.2	Engages others in planning how staff is organized in the school.	Effective
2	2.2	Displays openness to staff ideas and opinions about how best to organize the school (e.g., teams, committees, departments).	Effective
2	2.2	Evaluates, with input from others, how well the staffing plan meets school priorities and learning needs.	Effective
2	2.2	Facilitates teams in way that generates solutions based on team member input.	Effective
3	3.1	Establishes procedures for ensuring staffing plans are carried out.	Effective
3	3.1	Emphasizes the importance of social and emotional development as part of school learning.	Effective
3	3.1	Engages others in reflecting upon how well the school addresses student social and emotional development.	Effective
3	3.1	Has led the development of schoolwide strategies that reinforce students' social and emotional skills outside the classroom.	Effective
3	3.1	Makes me aware of student support services so that I can properly refer students.	Effective
3	3.1	Provides enough time for me to plan individualized learning plans with other staff.	Effective
4	4.1	Uses data to create schoolwide student growth targets.	Effective
4	4.1	Uses data to make professional development plans with faculty.	Effective
4	4.1	Clearly communicates actions teachers should take to help students meet rigorous academic learning targets.	Effective
4	4.1	Builds confidence in my ability to help students meet rigorous learning targets.	Effective
4	4.1	Protects, to the extent possible, teachers' time for professional learning.	Effective
4	4.1	Communicates the belief that all students can achieve at high levels.	Effective
4	4.1	Communicates the belief that all staff members can achieve excellence.	Effective
4	4.1	Makes instructional practices and student learning a priority for teacher professional development.	Effective
4	4.1	Uses disaggregated data to examine student academic progress.	Effective

Core Proposition	Indicator	Priority Item: Our principal...	Performance Level
4	4.2	Creates systems and processes that support change.	Effective
4	4.2	Monitors how well curriculum, instruction, and assessments are implemented.	Effective
4	4.2	Publicly commits to college and career readiness standards.	Effective
4	4.2	Expects curriculum, instruction, and assessments are aligned to college and career readiness standards.	Effective
4	4.2	Monitors how financial and other resources are allocated to curriculum, instruction, and assessment priorities.	Effective
4	4.2	Encourages teachers to take risks and expand instructional practices.	Effective
4	4.2	Remains open to new ideas about how to improve curriculum, instruction, and assessment systems.	Effective
4	4.2	Evaluates the extent to which all students have access to a rigorous curriculum.	Effective
4	4.3	Demonstrates a full command of the core practices and behaviors necessary for providing teachers with useful instructional feedback.	Effective
4	4.3	Provides regular, frequent, evidence-based feedback on my practice, which helps me continually improve.	Effective
4	4.3	Encourages peer-to-peer professional learning.	Effective
5	5.1	Establishes high levels of trust with staff, parents, and students.	Effective
5	5.1	Supports collaborative teams to improve the school.	Effective
5	5.1	Implements programs to support community outreach by teachers/staff.	Effective
5	5.1	Allocates resources to family and community partnerships.	Effective
5	5.1	Monitors school-community relations with evidence and data.	Effective
5	5.1	Uses information to improve staff and student relations.	Effective
5	5.2	Sets clear expectations among staff, students, parents, and others about respect for diversity.	Effective
5	5.2	Holds people accountable when disrespectful behavior occurs.	Effective
5	5.2	Effectively communicates with others, particularly those who may be different in terms of race, class, gender, or beliefs.	Effective
5	5.2	Leads efforts to recognize and celebrate diversity in school.	Effective
5	5.2	Shares leadership responsibilities.	Effective
5	5.3	Expects all staff to contribute to the school safety plan.	Effective
5	5.3	Routinely explores ways to improve classroom culture and safety with staff.	Effective
5	5.3	Monitors the consistency of student discipline with data/evidence.	Effective
5	5.3	Uses feedback to improve school safety.	Effective
6	6.1	Provides a well-founded rationale for key decisions..	Effective
6	6.1	Takes responsibility for mistakes.	Effective
6	6.1	Reflects on the consistency of school leadership decisions.	Effective
6	6.1	Requires collaboration when making key decisions.	Effective
6	6.2	Communicates expectations for professional and ethical practice.	Effective
6	6.2	Holds staff accountable for professional behavior and ethics.	Effective
7	7.1	Seeks feedback from others about his/her leadership practice.	Effective
7	7.1	Adjusts his/her leadership practice based on feedback.	Effective

